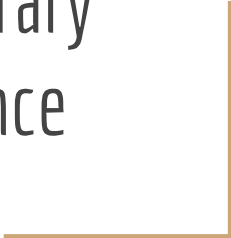


Working Group On the
Status of Vermont
Libraries Report:
Higher Education -
UVM School Library
Studies Sequence



By Deborah Ehler-Hansen, M. Ed., Department of Education Program Coordinator - UVM School Library Media Studies Sequence & Part-Time Faculty Lecturer, November, 2022

UVM College of Education and Social Services:

Mission

Our mission is to educate and prepare outstanding professionals in education, social work, and human services; to engage in policy relevant scholarship of highest quality; and to provide exemplary professional service within the state of Vermont, nationally, and globally.

Our actions are designed to promote a more humane and just society, free from oppression, that maximizes human potential and the quality of life for all individuals, families and communities.

Values: Our Common Ground at UVM

Respect, Integrity, Innovation, Openness, Justice, and Responsibility (UVM, 2022).



Historical Background Information



UVM Library Science Program Celebrates 44 Years!

- The UVM Library Science program is embedded within the Department of Education. Professor Helene Lang started the program in 1978.
- Coordinator and Lecturer, Judith Kaplan, who started as a Lecturer in 2001, led the flourishing program and transformed learning in School Libraries for PK-12 students in Vermont for almost two decades, until retiring at the end of July, 2022.
- Deborah Ehler-Hansen took over the program as Coordinator and Lecturer in August, 2022.



Why School Librarians Need Higher Ed Training



School Libraries in the Digital Age: Dynamic Hubs for Learning

According to the American Association of School Librarians, “Today's school librarian works with both students and teachers to facilitate access to information in a wide variety of formats, instruct students and teachers how to acquire, evaluate and use information and the technology needed in this process, and introduces children and young adults to literature and other resources to broaden their horizons. As a collaborator, change agent, and leader, the school librarian develops, promotes and implements a program that will help prepare students to be effective users of ideas and information, a lifelong skill” (2022).

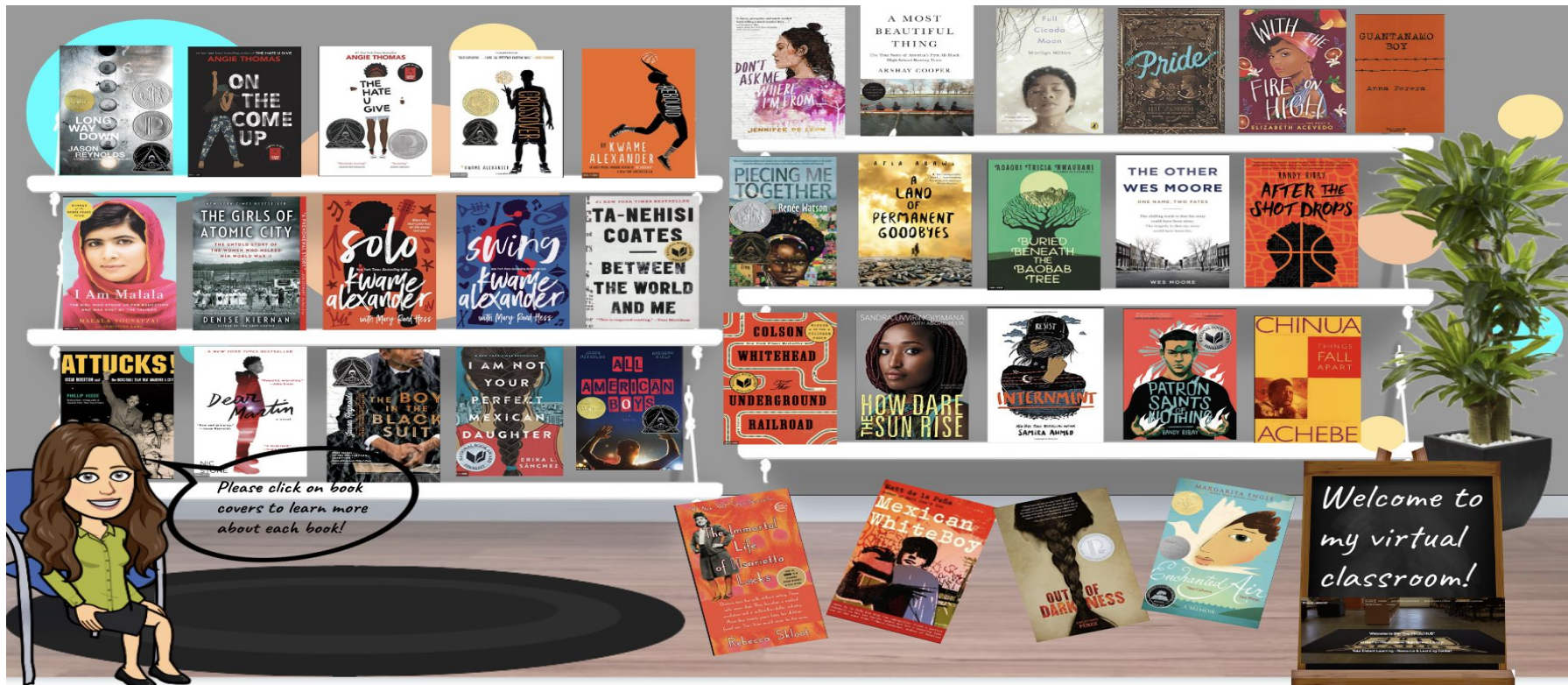
School Librarians, also known as School Library Media Specialists, are educational leaders, as well as information and resource specialists in pre-K-12 schools, who collaborate with other educators to provide equitable and inclusive access to resources and information for all learners. Educational training for this profession requires knowledge, skills, and understanding about the intersection of teaching and learning and principles of librarianship that impact successful school library programs.



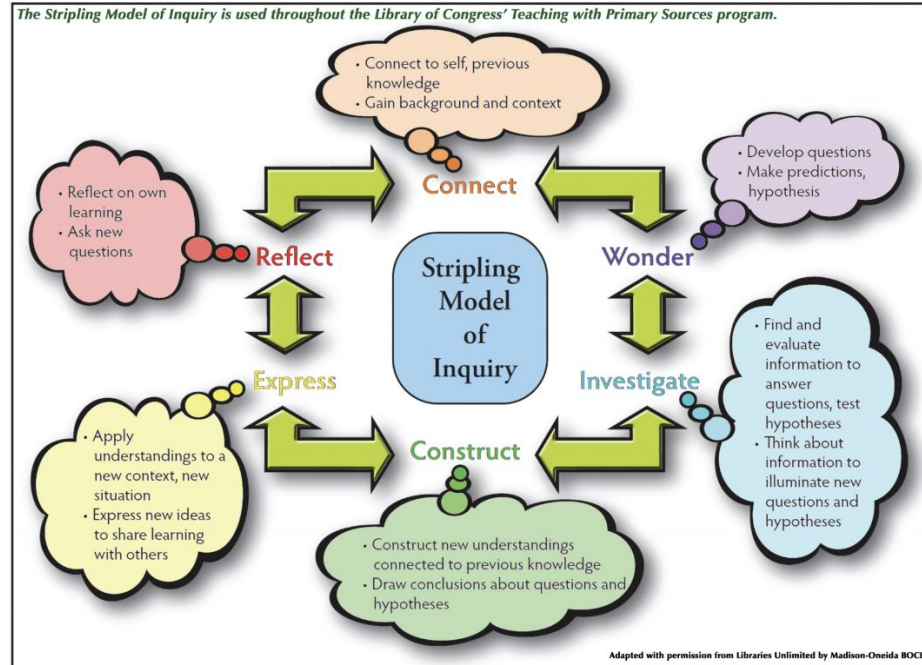
The Intersection of Teaching & Learning and Librarianship



School Libraries Provide Inclusive Resources!



Inquiry/Critical Thinking Skills in the School Library!



New York City school librarian Barbara Stripling created this model.

Information Literacy Skills in the School Library!

Click on the following links to learn more about specific information literacy skills:

[How to Formulate Good Questions](#)

[Searching for Primary and Secondary Sources of Information](#)

[How to Cite Properly](#)

[Copyright, Fair Use and the Public Domain](#)

[Database Instruction](#)

[Digital Curation Tools](#)

[Evaluation of Sources](#)

[Note-taking](#)

[Annotated Bibliography](#)

[Digital Ethics and Safety](#)

Information Literacy! What is it?

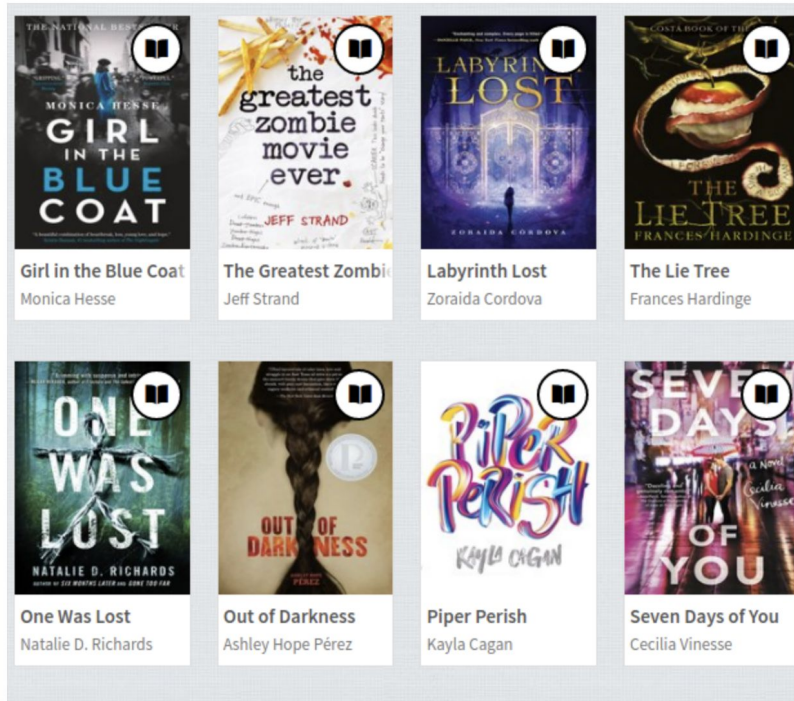
An introduction by Deborah Ehler-Hansen



image: <http://kimanziconstable.com/information-overload/>

EBooks in the School Library!

username and password for the Overdrive account!



Online Learning Resources -Databases in the School Library!



Bloom's Literary Reference Online: This database "Examines great writers, important works, memorable characters, and influential movements and events in world literature." Read and listen to the classics online, and choose from a total of 1,000 videos, which includes movies and podcasts.



Writer's Reference Center: This is a great database you can use, no matter what class you are taking! Learn the fundamentals of writing, such as the writing process. Learn how to write about themes, characters, forms and genre. Review, step by step, how to construct a great essay with examples! Learn about writing styles, punctuation and grammar. Utilize the Guide to Research, the Reference Shelf, and many other valuable resources.

Computer Science Education in the School Library!

Spotlight on Coding and computer Science:

Learn to code using interactive ebooks that you can access 24/7 from anywhere!

Learn HTML, Java, Javascript, Lego Mindstorms, Minecraft, Python, Raspberry PI, Ruby, Scratch, Apple Swift, and Alice.



Technology - Makerspaces in the School Library!

View the **videos below** to see how students are creating, innovating, collaborating, and learning in the FHUHS Library Makerspace!



Robotic Arm



Makerspace activities in the library!



A Statewide Shortage of School Librarians:
The Dire Need For Newly Educated/Trained
School Librarians



Agency of Education Teacher Shortage Areas 2022-2023

According to the [Agency of Education 2022-2023 Teacher Shortage Areas Report](#) there is a STATEWIDE SHORTAGE of PK-12 Library/Media Specialists.

The current class, EDLI 376, is filled over the recommended class enrollment number, for this particular graduate program.

UVM School Library Studies Sequence: Main Goal

The main goal of the UVM school librarian preparation program is to prepare candidates for service and leadership as school librarians serving PK-12 students. This is the only school library educator program in Vermont. Please see [Libraries Transform: The Expert in the School Library Resource Guides](#).



UVM School Library Studies Sequence: An Overview

The University of Vermont offers graduate educational opportunities for those interested in school library media studies to gain an educator licensure in Vermont or to acquire a graduate degree in school library media. Courses are remote - online, asynchronous with synchronous video conference sessions. Students follow a sequence of courses, as listed below, which support cohort-based learning opportunities. As a result - together - students build a collaborative and supportive, professional community which thrives over many years.

Licensure: Six Graduate Courses

- EDLI 372 Managing and Leading School Library Media Centers
- EDLI 373 Developing and Organizing School Library Media Center Collections
- EDLI 377 Information Technologies for School Library Media Centers
- EDLI 376 Sources and Services for School Library Media Centers
- EDLI 374 Designing Learning in School Library Media Centers
- **Graduate Degree: Master of Education in Curriculum & Instruction** with a concentration in Library Media Studies

UVM School Library Studies Sequence: First Year of Sequence

1. **EDLI 372 Managing and Leading School Library Media Centers (FALL)**

Managing and Leading School Library Media Centers examines foundational principles and issues of school librarianship, such as intellectual freedom, equity, and access. Candidates will prepare for organizing and operating a school library media center, with emphasis on leadership and advocacy for planning, policy and procedure development, facility design, personnel administration, and program evaluation.

2. **EDLI 373 Developing and Organizing School Library Media Center Collections (SPRING)**

This course explores fundamental concepts for developing and organizing School Library Media Center collections in this course. Equity of access to information resources is a guiding principle that drives collection development, and emphasis is placed on evaluation, selection, and acquisition of resources appropriate for students, staff, and other patrons in contemporary schools in both physical and virtual environments.

3. **EDLI 377 Information Technologies for School Library Media Centers (SUMMER)**

Information Technologies for School Library Media Centers explores the planning, instructional use, and management of technology in the contemporary school library media center. Learners will develop competence and confidence in teaching with and using technology. This course explores the ways that technology can support readers, provide access to resources, create community, and give students authentic outlets to communicate their ideas beyond school walls. Course participants will also examine ways to design instruction to teach and promote digital citizenship and media literacy skills.

UVM School Library Studies Sequence: Second Year of Sequence

4. EDLI 376 Information Sources and Services for School Library Media Centers (FALL)

This course focuses on the teacher librarian's role in the information landscape. *Information Sources and Services* addresses: research strategies, search tools, information curation, teaching, and evaluation with multimedia digital reference resources to meet the needs of a diverse learning community. There will be an emphasis on virtual library learning spaces which is critical in an anytime, anywhere learning environment.

5. EDLI 374 Designing Learning in School Library Media Centers (SPRING)

This course is designed to explore theories and best practices for teaching and learning in today's school libraries. School Librarians are educators who demonstrate knowledge of learners and learning. They model and promote collaborative planning and assessment, instruction in multiple literacies, and inquiry-based learning which enables members of the learning community to become effective users and creators of ideas and information. School Librarians design and implement instruction that engages students' interests and develops their ability to inquire, think creatively and critically, build citizenship skills, and gain and share knowledge in a proficiency-based, personalized learning environment.

6. EDLI 371 Children's and Young Adult Literature (SUMMER)

Effective school librarians promote reading for learning, personal growth, and enjoyment. This course is designed as a survey of the context and merit of children's (CH) and young adult (YA) literature, that is, books written for and read by readers from ages Pre K-Grade 12. The course will examine major trends in children's and young adult literature, and current issues in the selection of reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. The course also includes a focus on best practices in reading and literacy instruction that enhances opportunities to meet the diverse interests and abilities of all readers.

Extended Learning Opportunities:

In addition to coursework, candidates enrolling in the UVM School Library Studies Sequence have opportunities to extend their learning through performance tasks and projects embedded in coursework that apply theory to authentic practice in the field.

Those opportunities include, but are not limited to:

Field experiences: Candidates visit and evaluate various physical and virtual school libraries to reflect on models for best practice.

Practicum experiences: Requirements for the School Librarian endorsement (Vermont Educator #61) practicum are supported through established mentor relationships for novice school librarians, and guidance for the transcript review process.

Leadership/service opportunities: Candidates design and lead professional learning for colleagues, and other members of the educational community in face-to-face or virtual environments.

Professional Organizations and networks: Candidates develop professional learning networks that include national and state school libraries, technology, and other educational organizations that support learners with resources for curriculum and educational practice in a globally connected world.

Research opportunities: Candidates use an inquiry process and reflective practice to explore current issues in education and school library practice. Findings and resources that support conclusions may be published or shared through social media or other appropriate venues.

Foundational Principles of Librarianship: Candidates advocate for Intellectual Freedom, Diversity, Inclusion, and Equity as foundational to effective school library programs for all learners.

The program addresses the philosophy, principles and ethics of the field through five standards: (ALA/AASL/CAEP* School Librarian Preparation Standards 2019)

Standard 1: The Learner and Learning

Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners' development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the *National School Library Standards* considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.

- 1.1 **Learner Development.** Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share, and grow as they design and implement instruction that integrates the *National School Library Standards*.
- 1.2 **Learner Diversity.** Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.
- 1.3 **Learning Differences.** Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.
- 1.4 **Learning Environments.** Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.

* Council for the Accreditation of Educator Preparation

The program addresses the philosophy, principles and ethics of the field through five standards: (ALA/AASL/CAEP* School Librarian Preparation Standards 2019)

Standard 2: Planning for Instruction

Candidates in school library preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.

- 1.1 **Planning for Instruction.** Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.
- 1.2 **Instructional Strategies.** Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.
- 1.3 **Integrating Ethical Use of Information into Instructional Practice.** Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.
- 1.4 **Assessment.** Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.

* Council for the Accreditation of Educator Preparation

The program addresses the philosophy, principles and ethics of the field through five standards: (ALA/AASL/CAEP* School Librarian Preparation Standards 2019)

Standard 3: Knowledge and Application of Content

Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.

- 1.1 **Reading Engagement.** Candidates demonstrate a knowledge of children's and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.
- 1.2 **Information Literacy.** Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical- thinking and the inquiry process by using multiple literacies.
- 1.3 **Technology-Enabled Learning.** Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.

* Council for the Accreditation of Educator Preparation

The program addresses the philosophy, principles and ethics of the field through five standards:
(ALA/AASL/CAEP School Librarian Preparation Standards 2019)

Standard 4: Organization and Access

Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.

- 1.1 **Access.** Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.
- 1.2 **Information Resources.** Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.
- 1.3 **Evidence-Based Decision Making.** Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.

The program addresses the philosophy, principles and ethics of the field through five standards: (ALA/AASL/CAEP* School Librarian Preparation Standards 2019)

Standard 5: Leadership, Advocacy, and Professional Responsibility Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.

- 1.1 **Professional Learning.** Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.
- 1.2 **Leadership and Collaboration.** Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.
- 1.3 **Advocacy.** Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.
- 1.4 **Ethical Practice.** Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.

* Council for the Accreditation of Educator Preparation

Vermont Core Teaching Standards Crosswalk with UVM EDLI Coursework

Library Media Endorsement/Initial Certification

Standard #1

Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

EDLI 374-Designing Instruction for School Library Media Centers
EDLI 371-Children's and Young Adult Literature

Standard #2

Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

EDLI 374-Designing Instruction
EDLI 371-Children's and Young Adult Literature

Vermont Core Teaching Standards Crosswalk with UVM EDLI Coursework

Library Media Endorsement/Initial Certification

<p>Standard #3 Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>EDLI 374-Designing Instruction EDLI 371-Children’s and Young Adult Literature EDLI 372-Managing School Library Media Centers EDLI 373-Developing and Organizing School Library Media Collections EDLI 376 Information Sources & Services EDLI 377 Information Technologies for School Library Media Centers</p>
<p>Standard # 4 Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>EDLI 374-Designing Instruction EDLI 371-Children’s and Young Adult Literature EDLI 376 Information Sources & Services EDLI 372-Managing School Library Media Centers</p>

Vermont Core Teaching Standards Crosswalk with UVM EDLI Coursework

Library Media Endorsement/Initial Certification

Standard #5

Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

EDLI 374-Designing Instruction
EDLI 371-Children's and Young Adult Literature
EDLI 376 Information Sources & Services
EDLI 372-Managing School Library Media Centers



Standard # 6

Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

EDLI 374-Designing Instruction
EDLI 371-Children's and Young Adult Literature
EDLI 376 Information Sources & Services

Vermont Core Teaching Standards Crosswalk with UVM EDLI Coursework

Library Media Endorsement/Initial Certification

<p>Standard #7 Planning for Instruction</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>EDLI 374-Designing Instruction EDLI 371-Children's and Young Adult Literature EDLI 376 Information Sources & Services</p>
<p>Standard #8 Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>EDLI 374-Designing Instruction EDLI 371-Children's and Young Adult Literature EDLI 373-Developing and Organizing School Library Media Collections EDLI 376 Information Sources & Services EDLI 377 Information Technologies for School Library Media Centers</p>

Vermont Core Teaching Standards Crosswalk with UVM EDLI Coursework
Library Media Endorsement/Initial Certification

Standard #9

Professional Learning, Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

EDLI 374-Designing Instruction
EDLI 373-Developing and
Organizing School Library Media
Collections
EDLI 372-Managing School
Library Media Centers

Standard #10

Leadership, and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

EDLI 372-Managing School
Library Media Centers
EDLI 374-Designing Instruction
EDLI 377 Information
Technologies for School Library
Media Centers

UVM School Library Studies Sequence & The EQS

2121.2. Staff.

The services of a certified library media specialist shall be made available to students and staff. Schools with over 300 students shall have at least one full-time library media specialist and sufficient staff to implement a program that supports literacy, information and technology standards. Schools with fewer than 300 students shall employ a library media specialist on a pro-rata basis.

[Vermont State Board of Education Rules Series 2000 – Education Quality Standards CVR 22-000-003, page 9.](#)

UVM School Library Studies Sequence & The EQS

2122.2. Access to Instructional Materials. (The heart of what school library do... as well as provide safe places in schools for students to collaborate with others, learn, seek information and build new knowledge.)

Each school shall:

- a. provide a learning environment with sufficient supplies and infrastructure to allow for learning;
- b. develop, maintain, and expand as needed a collection of print, digital and technology resources, administered by a certified library media specialist;
- c. ensure that the curriculum is supported by necessary digital and print resources;
- d. ensure that students, teachers, administrators and paraprofessionals have access to an organized collection of digital and print materials sufficient and appropriate to support all students in meeting or exceeding the current state and national standards at no cost to the student;
- e. provide students access to the library on a regular basis to use materials for reading, research, and for instruction in the skills needed to select and use information effectively;
- f. provide access to a variety of up-to-date information, assistive, and other technology to support students in meeting or exceeding the standards;
- g. provide broadband Internet service for students and educators to access educational resources;
- h. adopt and implement written policies on electronic resources, acceptable Internet usage, and procedures for handling complaints for both staff and students;
- i. support a schedule that provides opportunities for a library media specialist to collaborate with teachers as they integrate information research skills into their curriculum; and
- j. ensure that students are afforded the opportunity to learn the skills to locate, evaluate, synthesize, and to present information and ideas within content areas using technology integration.

Upon Completion: Licensure & M. Ed.

All the courses in the sequence are upper-level/graduate courses and are embedded in a strand of the [UVM Master of Education Program](#). For those who may want to pursue an advanced degree, the courses can be combined with other education courses that will lead to the MEd.

This series of courses (online asynchronous/synchronous) allows you to gain licensure as a school librarian/media specialist. The content of the coursework addresses the essential competencies required by the State of Vermont. Upon successful completion of the two-year series, qualified individuals may request a Transcript Review by the Vermont Agency of Education.

While the sequence originated with practicing educators in mind, it is by no means aimed exclusively at teachers. For those who need to gain particular competencies, individual courses may be taken. For those seeking to change careers, the school librarian endorsement also has an option for non-educators to enter the profession through Transcript Review for Initial Certification.

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While the sequence originated with practicing educators in mind, it is by no means aimed exclusively at teachers. For those who need to gain particular competencies, individual courses may be taken. For those seeking to change careers, the school librarian endorsement also has an option for non-educators to enter the profession through [Transcript Review](#) for Initial Certification.

All participants are encouraged to review the requirements for [Vermont Educator Licensure through Transcript Review](#).



School Library Media Studies Requests:



School Library Media Studies Requests:

1. As noted on Slide 15 According to the [Agency of Education 2022-2023 Teacher Shortage Areas Report](#) there is a STATEWIDE SHORTAGE of PK-12 Library/Media Specialists. My current class EDLI 376 is filled over the recommended enrollment amount. We have the graduate students who would like to become School Librarians and the State of Vermont and the students of Vermont need more School Librarians. We believe we must expand our program immediately to accommodate these needs. We are asking for the following in order to support this dire need:
 - a. Double the amount of courses offered by ensuring that a new cohort of students can start the School Library Studies Sequence each year, versus every other year.
 - i. This means that two courses would be offered simultaneously each semester to ensure that students can move through the courses sequentially, as they are built upon each other - and students would move forward together through the courses - within their own cohort.
 - ii. This would allow space for new students to jump into the sequence, and thus move through the sequence faster, to help overcome the shortage that we currently have within the State of Vermont.
 - iii. We would have two teachers teaching core classes simultaneously.

School Library Media Studies Requests Continued:

2. Add a Master of Library and Information Science Studies/M.Ed. - Dual Option (Such as Kent State University - “The M.Ed./M.L.I.S. dual degree program leads to a multi-age initial licensure in school library media. This program prepares students to work in all types of libraries, including school libraries.”)
3. We would like to offer additional Professional Development courses, which would run simultaneously, in addition to the two core classes, as noted on the previous slide. Such courses would enable School Librarians to teach courses such as:
 - a. Information and Media Literacy
 - b. Creating Cultures of Thinking and Diverse Perspectives
 - c. DEI & Teaching
 - d. Place-Based (Community-Based) Teaching & Learning (Northeastern University)
 - e. SEL and Reading/Literature (CASEL)
 - f. Grant Writing and the School Librarian/School Library
 - g. Supporting English Language Learners in our Schools

School Library Media Studies Requests Continued:

4. Money to support Professional Development for UVM School Library Lecturers.
5. Purchase sets of required books for each of the classes (30), so that UVM Grad students are able to borrow their textbooks from the Vermont Department of Libraries or UVM Library, for the semester.
6. Audio versions of texts that do not have a digital format - to create accessibility for all of our graduate students - perhaps from the A.B.L.E. Library?

Thank you!

Respectfully Submitted,

Deborah Ehler-Hansen, M. Ed.

November, 2022